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ABSTRACT

This book is intended for practicing or aspiring faculty who are interested in a learner perspective. It can be used individually or collectively in orientations, graduate teaching seminars, and faculty development seminars. Recognizing that most college faculty learned to teach using the lecture method, and that while the lecture method is not exactly ineffective, this book claims there are many other teaching methods that have been proven to be more effective. It is these other methods, and the approach of teaching from the perspective of the learner, that the book discusses. In order to accomplish this task, the author asks for instructors to rethink their role and the role of their students in the learning process. Summarized are principles of excellent teaching that have been abstracted from decades of research and discussion about human learning. Nine chapters cover a formula for change, beginning with creating a paradigm shift on assessments. Other chapters include instruction on how to develop different kinds of student assessments that affect different kinds of student learning, using rubrics to provide feedback to students and using portfolios to support learning. Lastly, the book recommends ways to shift the focus from individual change to organizational reform, creating an institutional mindset that values learner-centered, constructivist teaching. (AF)

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